DOCUMENT RESUME

ED 243 532 JC 840 205

AUTHOR	McGuire, Joan; And Others
TITLE	The Development of a Support Program for Learning Disabled Students in a Junior College Setting.
INSTITUTION	Mitchell Coll., New London, Conn.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Apr 84
GRANT	G008101598
NOTE	88p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Guides - Classroom Use - Materials (For Learner) (051) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Ancillary School Services; *Educational Diagnosis; *Learning Disabilities; Program Descriptions; Program Evaluation; Questionnaires; *Self Evaluation (Individuals); *Special Programs; Study Skills; Teacher Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS	*Mitchell College CT

ABSTRACT

Descriptive and evaluative information is provided on the approach used by Mitchell College, a small, private, liberal arts junior college, to meet the needs of learning disabled (LD) students. Introductory material cites the growing number of LD adults pursuing postsecondary educational options and describes the development of a learning resource center (LRC) at the college to provide academic support to LD and other students. Next, the goals and objectives of the LRC are specified, including: (1) to conduct informal and/or formal diagnostic assessment of students referred to the LRC; (2) to develop an individualized educational program for each student which states performance objectives to be met; (3) to provide tutoring in study techniques and time management, textbook reading, note taking, memory techniques, test taking, reading comprehension, vocabulary development, written expression and proofreading, verbal and math problem solving, and interpretation of visual materials; and (4) to develop a continuum of academic support services. Following a description of the program and the diagnostic procedure used, results are presented from an evaluation of the LRC based on data on students served, faculty/administrator surveys, and participant surveys. Finally, a discussion is presented of implications for future program development and continued investigation. In addition to survey instruments, appendices provide a complete Learning Skills Diagnostic Packet, which contains goals and objectives for skill areas, informal assessment techniques, and diagnostic profiles for each skill area. (LAL)

ED243532

The Development of a Support Program for Learning Disabled Students in a Junior College Setting

Joan McGuire
Mitchell College
New London, Connecticut

Bob Gable
The University of Connecticut
Storrs, Connecticut

Dave Harvey
Mitchell College

Sue Plante
Mitchell College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. M. McGuire

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 840 205

Paper presented at the annual meeting of the American Educational Research Association; supported in part by a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Grant # G008101598

Abstract

Increasing numbers of students with learning disabilities are attending colleges and universities. There is a growing interest among college personnel concerning accommodations and services to meet the needs of these young adults in a postsecondary setting. This paper describes the approach used by a small, private, liberal arts junior college which was the recipient of a three year federally funded grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (Grant #G008101598). Goals and objectives of the project, program description and evaluation results are presented. Implications for future program development and areas warranting continued investigation are discussed.

Introduction

College personnel are now witnessing a phenomenon which has implications for admissions staff, faculty, and administration--satisfactory completion of high school and exploration of postsecondary options by learning disabled (LD) young adults. These students who are of at least average intelligence are characterized by a broad variety of learning problems generally related to processing information. There are LD students who may well be qualified to pursue educational goals beyond high school as an alternative to entering the work force or enrolling in vocational-technical schools. Estimates on a national level indicate that LD students constitute from one to three percent of elementary and secondary enrollments. Increasing numbers of these young people are enrolling in universities and two or four-year colleges. This paper presents the approach used by a small, private, liberal arts junior college to meet the needs of LD students.

Historically, there is ample evidence that changes in the composition of the national student body have occurred and will continue to do so through the year 2000 (Carnegie Council, 1980). Over a period of several years, our institution struggled with the problems of effectively meeting the needs of its increasing numbers of so-called "underprepared" students. A "transition" program was designed which included a package of developmental courses focusing on correcting academic weaknesses. Students with poor high school records and placement test scores were advised to enroll in this program. Through a self-study conducted in preparation for an

accreditation visit it was further determined that a major effort was needed to deal with the growing numbers of students having specific learning disabilities detected after admission to the college. An outside learning disabilities consultant was retained who met with individual faculty members, academic departments, counseling and admissions staff, administrators (particularly the Dean of the College) and students. Input from all facets of the college community was instrumental in generating support for a project to develop methods and procedures for helping a small number of LD students. As a result of a grant proposal submitted to the U.S. Department of Education, funding was obtained which enabled the college to develop a Learning Resource Center (LRC), an academic support service available both to LD students and any student requiring assistance in learning how to learn.

LRC Goals and Objectives

Goals which have provided a foundation for the Learning Resource Center include:

1. Development of a model program of services to facilitate the participation of identified learning disabled (LD) students in a private two-year college.
2. Development of a learning resource center to assist other students with unidentified or undisclosed learning difficulties.

To implement these goals, specific objectives were developed and include the following:

1. To conduct informal and/or formal diagnostic assessment of students referred to the LRC.

2. To develop an individualized educational program for each student which states performance objectives to be met.
3. To provide individualized tutoring in skills for generalization to subject matter. Skill areas include:
   A. Study Techniques and Time Management
   B. Textbook Reading
   C. Note Taking
   D. Memory Techniques
   E. Test Taking
   F. Reading Comprehension
   G. Vocabulary Development
   H. Written Expression and Proofreading
   I. Solving Verbal and Math Problems
   J. Interpretation of Visual Material (graphs, tables)
4. To develop a continuum of academic support services, including individualized tutoring, academic counseling, and instructional activities and materials to be utilized independently by students as shown in Figure 1.

Figure 1

Continuum of Academic Support Services

Individualized Academic Activities	Academic Counseling: Individual/Small Group	Independent Academic Activities
-Individual Skills Tutoring	-Course Selection	-Learning Activity Packets
-Tutoring in Content Area Subject Matter	-Course Load	-Taped Textbooks
	-Course Scheduling	-Oral/Untimed Exams
	-Career Choices	-Taped Lectures
	-Faculty Liaison	-Tapes & Written Exercises for Skills Development

Program Description

Two groups of students are served by the Learning Resource Center: 1) 8-10 students formally identified as LD prior to admission to the college, and 2) students already enrolled in the college who are experiencing difficulties in their coursework. Individual and small group tutoring in skills is provided by a learning specialist who is trained in diagnostic evaluation and instructional techniques. These techniques help students with learning disabilities to develop compensatory methods for dealing with learning problems. Tutoring focuses on the acquisition of strategies which students can apply to any course. This learning to learn approach has been selected as a method to teach students skills for generalization to a variety of content courses. In addition to skills tutoring, the Learning Resource Center coordinates a variety of services (see Figure 1)

including availability of taped textbooks, oral and untimed testing, and independent learning modules for skill development.

Diagnostic Procedure. To help students pinpoint specific skills which they may be lacking, a comprehensive diagnostic procedure has been developed by LRC staff. Students with learning disabilities must develop methods for organizing their approach to gathering information presented in class, processing, reviewing and retrieving this information. Without the ability to execute these skills in an individually prescribed manner which takes into account the student's strengths and weaknesses in learning style, a student in all likelihood is at greater risk of failure in coursework. The Learning Skills Diagnostic Packet (LSDP) (see Appendix A) serves both as an assessment and instructional tool. This packet is designed to measure student mastery in notetaking, test taking, textbook use and study habits. It contains goals and objectives, informal assessment procedures, and student diagnostic profiles. The entire packet can be used with a student or specific skill areas can be selected based upon the judgment of the student and learning specialist. Learning Resource Center staff have judgmentally determined minimal standards of acceptable performance for each goal area. Following assessment, the diagnostic profile is reviewed with each student. If pretest mastery is achieved according to the standard indicated for each goal area, further instruction is not warranted. If the student does not achieve at the minimal standard, instruction is planned for those objectives not mastered. Since motivation is an important factor to bear in mind when working with students experiencing

learning difficulties, the learning specialist teaches skills through a course from the college curriculum in which the student is enrolled. For example, if it is determined through the diagnostic packet that a student has not achieved the minimal standard for competency in notetaking, the learning specialist selects a course from the student's schedule and implements skills instruction through that course. Learning disabled students may require assistance in generalizing specific skills from one course to another so this factor is also addressed in the tutoring program designed for the LD college student.

The rationale in using this mastery model packet is not only to assist students to recognize their weaknesses but also to provide a systematic task analysis approach to individual instruction in a skill area. Lessons corresponding to specific objectives for each goal area are then developed by LRC staff. Students are actively involved in monitoring their efforts to improve their skills. Since this diagnostic packet was used for the first time during Fall 1983, no longitudal data is available. However, initial results from this informal criterion-referenced assessment process indicate that 80% of LD students participating in the program were deficient in learning skills which can be applied to college coursework.

Evaluation Results

In determining whether goals identified by the LRC are being met, a variety of measures have been used to assess both program process and product. The key evaluation question for evaluation of program process is:

To what extent has the program implemented the activities which were designed to meet the program goals? To answer this question, review of program implementation was conducted using project records and staff interviews. Evaluation of program product focused on the effectiveness of the LRC. The evaluation question for program product is: To what extent has the program goal of assisting students with learning difficulties been accomplished? To answer this question, a number of techniques were used. Quantitative measures included a) the Faculty/Administration Questionnaire, b) the Student Questionnaire (both questionnaires in Appendix B), and c) data pertaining to grade point averages of LD students. Qualitative techniques pertaining both to program process and product included interviews with students and faculty.

Data analysis consisted of descriptive statistics utilizing percentages and means as well as inferential statistics such as the chi-square and related t-test. In addition, open-ended responses on attitude measures were included so that themes in responses could be identified.

Program Process. Academic support services are provided at the LRC for students identified as LD prior to admission. The LRC also serves as a campus resource center for any student experiencing learning problems. Table 1 presents data gathered over two years of program operation regarding number of students served and tutoring hours provided.

Insert Table 1 here

Another aspect of implementing this support program involves screening and acceptance of LD applicants prior to enrollment. To select qualified participants for the current academic year, a total of 70 interviews were conducted by project staff in cooperation with the Admissions Department, an increase of 20 applicants from the first year LD services were available.

Program Product. Questionnaires were distributed to faculty and administrators as well as students at the conclusion of the 1982-83 academic year. Data on the quality point averages (QPA) of participating LD students is gathered each semester. Results of data analyis follow:

A. Faculty/Administration Questionnaire

Faculty and administrators were sent a questionnaire (Appendix B) which addressed their knowledge of the LRC program (items 1-8), their attitudes toward learning disabled college students and the LRC program strengths, weaknesses, and recommendations. All forms were distributed through the campus mail and returned anonymously to an external evaluator in sealed envelopes.

1) Knowledge of the LRC Program

Table 2 contains the response percentages for the 14 faculty and 10 administrators who completed the questionnaires.

Insert Table 2 here

Items 1-8 addressed their knowledge of the LRC program. Inspection of the response percentages suggests that many

faculty and administrators have become familiar with the purpose of the LRC program (items 1,7,8). There continues to be uncertainty especially among faculty regarding the nature of LD (items 3,6) and testing modifications (item 5). A significant difference was found between faculty and administrators on item 2. Whereas 80% of the administrators felt that there are Mitchell students with learning disabilities who were not admitted into the LRC program, 79% of the faculty were uncertain if this were the case. The uncertainty among faculty could suggest lack of understanding of special admission procedures used in selecting students for the LD program.

2) Attitudes Toward LD College Students

Eleven questionnaire items (9,11,13,15,17,19,21,23,25,27,30) reflected statements about LD college students in general.[1]

Insert Table 3 here

Faculty and administration attitudes were first computed by summing the responses to the eleven attitude items, dividing by eleven, and performing a t-test on the resulting means. Some of the items (9,15,19,25,27,30) were negative statements

[1]These items were taken from the work of Susan Kennedy, St. Joseph College West Hartford, Connecticut

which were reverse scored (5=1, 4=2, etc.) for the t-test so that high scores reflect positive attitudes. Both faculty (x=3.5) and administrators (x=3.9) were found to be between "undecided" (coded 3) and "agree" (coded 4) in their responses to these 11 items. The t value of 1.2 was not significant (.05 level) so the groups could be considered to have similar attitudes. It could be noted, however, that the faculty "tend" to be slightly more undecided in their responses. It is important to note that both faculty and administrators are in agreement regarding the ability of some LD students to succeed in college level work (item 21). This measure of attitude is evidence of understanding among staff about the potential of selected LD students for achieving in a post-secondary curriculum.

3) Attitudes Toward the LRC Program

Table 3 also contains 14 items (10,12,14,16,18,20,22,24,26,28, 29,31,32,33) which reflect attitudes toward the LRC program. Significant chi-square differences were found between administrators and faculty on item 10 (X^2=3.66, df=1, $p<.05$) and on item 24 (X^2=9.37, df=4, $p<.05$). While both groups agreed on item 10, administrators expressed stronger agreement that the LRC has provided services which are needed by some Mitchell College students. For item 24, while faculty were undecided,

administrators tended to disagree (no student who is performing below an eleventh grade level on a standardized reading test should be accepted at Mitchell College). There was also support indicated for testing modifications for LD students among both faculty and administrators (item 12). Agreement that information about the LD program should be disseminated to regional high school guidance personnel is evident among 80% or more of the faculty and administrators (item 31). The LRC was viewed as a resource center for students experiencing academic difficulties especially by faculty (item 26). Both groups supported the development of small study groups through the LRC (item 22).

The final section of the questionnaire consisted of open-ended questions which provided additional information from faculty and administrators. Comments regarding the program are listed in Table 4.

Insert Table 4 here

B. Student Questionnaire

Learning disabled students and referral students who received assistance in the LRC during the 1982-83 school year were asked to complete a questionnaire regarding their attitudes toward the program (Appendix B). The Student Questionnaire addressed students' perceptions regarding the services they received both

in the Center and in their work with peer tutors. A final section of the form requested comments regarding program strengths, weaknesses, and recommendations.

Tables 5 and 6 contain the response percentages for items 1-13 (5 point scale), and items 14-22 (4 point scale) respectively.

Insert Tables 5 and 6 here

Inspection of the responses suggests that student participants had very positive attitudes toward the program services provided. In particular, students indicated positive feelings regarding the LRC as a good source of assistance for academic matters with staff available at convenient times (items 1,3).

The majority of students felt that the LRC is an important resource at the college (item 9). There was clear agreement among respondents in understanding how to apply skills to coursework (item 7). Some students also worked with content tutors during 1982-83. These were either adults or peers who had demonstrated competency in a specific course. Students indicated that tutors were usually willing to obtain more information about the material if there was such a need (item 21). Objectives of tutoring sessions were understood (item 15) as well as tutors' explanations (item 17). Additional insight is provided by students' comments on open-ended questions about the LRC which are included in Table 7.

Insert Table 7 here

C. Quality Point Averages (Q.P.A.)

Satisfactory academic performance is an underlying goal for LD students. It is important that skills taught in a support program are generalized to coursework. A quality point average of 2.0 is required to maintain satisfactory academic standing. Table 8 presents data regarding QPA s for LD students enrolled in the specialized program as well as QPA s for the entire student population. These data suggest that LD students can achieve in a postsecondary setting according to academic standards established by the college.

Insert Table 8 here

Discussion

Results from this project suggest that a program of academic support services for LD students can be successfully implemented in a junior college setting. Both faculty and administrators agree that college is a realistic goal for some LD students. Based upon QPA s, it is apparent that achievement in mainstream postsecondary education is being experienced by participants in an intensive skills tutoring LD support program.

There are several issues which bear continued investigation in the field of postsecondary education and LD students. Researchers must consider the characteristics of successful LD college students in an effort to

identify factors predicting satisfactory performance in college programs. Such information would be valuable in assisting and counseling high school LD students who are considering options available following graduation. Another area warranting study involves the identification of comparison groups to determine what types of interventions are effective in facilitating LD students' success in college. It may be possible prior to implementation of support services to define a control group similar to the experimental group on such measuresas IQ, specific learning disabilities, and levels of functioning in reading and math. Such studies would provide data for comparing the progress of LD students receiving specialized interventions and those who participate in college without receiving any supplementary assistance. Finally, as with the college population as a whole, there is a range of characteristics among LD students which are likely to impinge upon selection of a school as well as needs for additional support services. All students must consider a number of issues when deciding where to apply to college. More information is needed about what colleges and universities are doing to assist LD students. It is possible that different approaches are evolving depending upon the needs of LD students at a particular institution. Efforts to gather such information to be shared at the high school level could facilitate the selection process for the student and promote the participation of a sizeable student market in postsecondary education.

References

Carnegie Council on Policy Studies in Higher Education.

Three thousand futures, the next twenty years for higher education.

San Francisco: Jossey-Bass, 1980.

Table 1

Number of Students Served and Tutoring Hours Provided by LRC

Program Description	Semester			
	Spring 1982	Fall 1982	Spring 1983	Fall 1983
Students Served:				
LD Students	*	10	9	8
Referral Students	26	33	25	18
Total	26	43	34	26
Tutoring Hours Provided:				
LD Students	*	283	249	274
Referral Students	197	111	101	78
Total	197	394	350	352

*At this time, there were no formally identified LD students admitted under special procedures who participated in the LRC.

Table 2

Percentage of Responses to Faculty/Administration Questionnaire

Items 1-8; Knowledge of Learning Resource Center Program

Survey Item	Group*	Response Percentages Yes	Uncertain	No	
I. Knowledge of LRC Program					
1. I understand the function of the LRC at Mitchell College.	F	93	7		
	A	100			
2. There are students with learning disabilities currently enrolled at Mitchell College who were not admitted into the special learning disabilities program provided through the LRC.	F	14	79	7	**
	A	80	20		
3. The LRC can assist learning disabled students to get rid of their learning problem(s).	F	29	43	28	
	A	22	11	67	
4. The LRC can provide tutoring for any Mitchell College student in a specific subject.	F	50	7	43	
	A	60		40	
5. Testing modifications can be provided for learning disabled students at Mitchell College.	F	77	23		
	A	90	10		
6. Learning disabled students who are accepted into the LRC program have at least average intelligence on a standardized intelligence test.	F	71	22	7	
	A	90	10		
7. The LRC has resource materials in a variety of skill areas which can be used by any administrator, teacher, or student at Mitchell College.	F	79	14	7	
	A	90	10		
8. LRC staff work with students individually and in small groups.	F	93	7		
	A	100			

*F = Faculty, N = 14
A = Administration, N = 10

** $p < .05$

Table 3

Means and Percentage of Responses to Faculty/Administration Questionnaire Items

9-33: General Attitudes

	SURVEY ITEMS	GROUP	RESPONSE PERCENTAGE SD 1	D 2	U 3	A 4	SA 5	$\bar{X}_F$	$\bar{X}_A$
II.	General Attitudes:								
9.	Students who cannot read well enough to handle college level texts should not be in college.	F	14	22	14	50		3.0	
		A	10	70		10	10		2.4
10.	The LRC has provided services which are needed by some Mitchell College students.	F				43	57	4.6	
		A					100		5.0***
11.	I would be willing to expend some extra effort in organizing special material for a learning disabled student in my class.	F	7			43	50	4.3	
		A				33	67		4.7
12.	Modifications in the manner of testing students should be considered for some Mitchell College students.	F	7	7		71	15	3.8	
		A			10	30	60		4.5
13.	I would like to learn more about learning disabilities and would appreciate suggestions for reading material.	F		14	14	57	15	3.7	
		A		14		43	43		4.1
14.	Peer tutors available through the LRC have been helpful in assisting students with course materials.	F			36	57	7	3.7	
		A			13	63	24		4.1
15.	Unless students have a full command of writing skills, they should not be awarded a college degree.	F	7	21	21	36	15	3.3	
		A		40		50	10		3.3
16.	A reduced course load (fewer than four courses) is a reasonable alternative for some resident students at Mitchell College who are learning disabled.	F	7			50	43	4.2	
		A		20	20	50	10		3.5

*F=Faculty, N=14, A=Administration, N=10
**SD=Strongly Disagree; D=Disagree; U=Undecided; A=Agree; SA=Strongly Agree
***$p < .05$

continued . . .

Table 3, Continued:

	SURVEY ITEMS	GROUP	Response Percentage SD 1	D 2	U 3	A 4	SA 5	$\bar{X}_F$	$\bar{X}_A$
17.	As an instructor, I would welcome the challenge of having learning disabled students in my class.	F		22	14	50	14	3.6	
		A			33	33	33		4.0
18.	It is important that selection of textbooks for use in courses be based upon awareness of the average reading level of Mitchell College students.	F	7	21	7	43	22	3.5	
		A			10	40	50		4.4
19.	Waiving course requirements for students cannot easily be justified.	F	7	7	7	50	29	3.9	
		A		40		50	10		3.3
20.	More informal contacts between LRC staff and faculty would be beneficial in increasing awareness of the goals of the program.	F		7	14	64	15	3.9	
		A		13	13	63	11		3.8
21.	Some learning disabled students are capable of doing college level work.	F				64	36	4.4	
		A				50	50		4.5
22.	The LRC should develop small study groups as a means to assist students in understanding course material.	F			14	64	21	4.1	
		A				89	11		4.1
23.	I would participate in a workshop on learning disabilities designed for college faculty.	F		14	14	50	22	3.8	
		A				71	29		4.3
24.	No student who is performing below an eleventh grade level on a standardized reading test should be accepted at Mitchell College.	F	14	14	57	14		2.7	
		A	40	40	10		10		2.0***
25.	College, unlike high school, cannot be expected to meet individual needs.	F	29	43	14	14		2.1	
		A	50	40			10		1.8

***p<.05

continued . . .

Table 3, Continued:

	SURVEY ITEMS	GROUP	Response Percentage SD 1	D 2	U 3	A 4	SA 5	$\bar{X}_F$	$\bar{X}_A$
26.	I would refer a student to the LRC for acedemic difficulties.	F			7	50	43	4.4	
		A	11	11		11	67		4.1
27.	If college students require a good deal of supportive aid, they should not be in college.	F	14	43	21	22		2.5	
		A	50	40		10			1.7
28.	Conferences with a student, faculty member and LRC staff would provide an opportunity to discuss a student's learning problem as it affects performance in a specific course.	F				71	29	4.3	
		A				33	67		4.7
29.	I would be willing to participate in a conference as described in #28.	F		7	14	64	14	3.9	
		A				43	57		4.6
30.	I would rather not have to make course modifications to accommodate learning disabled students.	F	7	57	7	21	8	2.6	
		A	43	43		14			1.9
31.	Information about Mitchell's program for learning disabled students should be disseminated to high school guidance personnel within a reasonable geographic area.	F			14	57	29	4.1	
		A	10	10		70	10		3.6
32.	There are techniques which can be used in teaching college courses which will assist learning disabled students in their learning.	F				86	14	4.1	
		A			10	50	40		4.3
33.	If the LRC were not refunded by the Federal government, consideration should be given to offering academic support services currently provided by the LRC through some alternative arrangements.	F			14	57	29	4.1	
		A				40	60		4.6

Table 4

Comments from 1982-83 Faculty/Administration Questionnaire

Please list any strengths of the LRC program:	Please list any weakness of the LRC program:	What recommendation can you offer for future planning of the LRC?
. Dedicated; technically, very good; well-administered; committed to instilling personal responsibility in students.	. Understaffed in regard to the need at Mitchell; primarily services limited population -- 90% of Mitchell students could greatly benefit from what the LRC offers.	. Educate the faculty! If an instructor will not work with the LRC, the LRC's task becomes virtually impossible, and the student fails, again. Repeated exposure to LD info and the underscoring of the benefits that will accrue to the instructors if they would utilize the LRC's services would help everyone involved.
. Good feedback from students; has helped students who would otherwise fail; competent staff.	. More info should be disseminated.	. Perhaps expand to accommodate more students.
. Good program; should be expanded to meet needs of general student population.	. Can only handle a limited number of students.	
. Dedicated staff.		. Program be enlarged.
. I have worked closely with the LRC during the past two years. They have helped a number of students who otherwise would not have succeeded in the traditional college environment.	. The major problem I have seen is that many students with learning disabilities have other problems that interfere with learning, problems that the LRC is not equipped to deal with. They must learn to distinguish between students who are sincerely interested in overcoming their problems and students who try to use the LRC as an escape or a crutch.	. I think the LRC should be allowed to develop slowly by moving in the direction they have already established. They must establish their own role as well as their own place on the campus by the function they provide. So far, they have dealt with opposition very well, and are proving to be a valuable asset to our campus.
. Campus wide support for needy students is available through LRC.	. Possible needs another staff member to service greater number of students.	. The study of methods used by similar programs at the college level.

continued . . .

Table 4

Strengths	Weaknesses	Recommendations
. Staff	. None	. Please continue this sort of service to Mitchell students. It has <u>obvious</u> tangible positive results and the current LRC staff is responsible for its success. The Director and Learning Specialist are enthusiastic, devoted, and knowledgable about Mitchell's special needs students. Futhermore, they provide services that many faculty members are totally unaware of and offer our students support, sensitivity, and gentle understanding. They are a vital service to the college and should be commended for all they've done. The faculty owes them special thanks.
		. I believe the LRC to be a necessary part of our college and should continue their excellent work. I do believe they should maintain a group or groups for the <u>emotional</u> support needed by LRC students. I find in my classes that the LRC students need to vent feeling of fear of failure, being identified "Learning Disabled," etc.
. Very professional; provide wide range of Learning Resource Services.		. Involve more students in the services provided by the Learning Resource Center; expand academic support & tutoring to meet the needs of engineering majors, life/marine sciences, etc. (Referrals for tutors in specific courses.)
. Knowledge of those students helped by the program was forwarded to teachers early in the semester; cooperation by personnel involved is outstanding.	. Students without college level ability (below 5th grade reading) should not be referred to the center (or be in college).	. Perhaps a booklet could be prepared to inform students who appear to have special needs about the LRC's offerings. Individual teachers could encourage students to participate

Table 5

Means and Percentage of Responses to Student Questionnaire Items 1-13:

All Students (N=18)

SURVEY ITEMS	Response Percentage* SD	D	U	A	SA	$\bar{X}$
	1	2	3	4	5	
1. The LRC is a good source of information and assistance on academic matters.			12	44	44	4.3
2. The LRC has offered me help in improving my study habits.		6	6	56	32	4.2
3. LRC staff are available to discuss a student's learning problems at times which are convenient.			6	50	44	4.4
4. In my sessions with the Learning Specialist, I understood what skills were being worked on.			17	56	27	4.1
5. Materials used in the LRC are helpful to me in developing skills.		6	33	33	28	3.8
6. The atmosphere in the LRC is a good one for working with another person.	6		22	39	33	3.9
7. I understand and know how to apply the skills I practice in the LRC to the courses I am taking.			11	61	28	4.2
8. It is appropriate for the LRC staff to discuss a student's academic problem directly with any of the student's instructors.		11	33	33	23	3.7
9. The LRC is an important resource to MItchell College students.			11	33	56	4.4

continued . . .

* SD=Strongly Disagree; D=Disagree; U=Uncertain; A=Agree; SA=Strongly Agree

Table 5

SURVEY ITEMS	Response Percentage* SD	D	U	A	SA	$\bar{X}$
	1	2	3	4	5	
10. Students who consistently fail to keep appointments scheduled with LRC staff should no longer be eligible to receive tutoring in subjects.		6	39	17	38	3.9
11. The skills I have worked on in the LRC are skills which have helped me in my course work.			11	67	22	4.1
12. The tutoring program provided by the LRC is beneficial.	6	6	6	33	49	4.2
13. More materials which could be used independently should be available at the LRC.	11	11	22	28	28	3.5

*SD=Strongly Disagree; D=Disagree; U-Uncertain; A=Agree; SA=Strongly Agree

Table 6

Means and Percentage of Responses to Student Questionnaire Items 14-22:

Students Working with Tutors 1982-83 (N=12)

SURVEY ITEMS	RESPONSE PERCENTAGE				
	Never	Some	Most	Always	
	1	2	3	4	$\bar{X}$
14. The tutor attended the scheduled tutoring sessions.			23	77	3.8
15. I understand what the objectives were for a tutoring session.		8	54	38	3.3
16. The tutor had a good understanding of the subject matter.	8	8	31	53	3.3
17. I understood the tutor's explanations.		15	31	54	3.4
18. I felt I could talk with the tutor and discuss my problems in the subject.		15	15	69	3.5
19. The tutoring locations were places where I could concentrate.		8	46	46	3.4
20. The tutor helped me understand my notes.	8	17	33	42	3.1
21. If the tutor was uncertain about the material, he/she would try to find out more about it.		8	33	59	3.5
22. How often did the tutoring sessions deal with the subject matter?		15	31	54	3.4

Table 7

Comments from 1982-83 Student Questionnaire

Please list any strengths of the LRC program:	Please list any weakness of the program:	What recommendation can you offer for future planning of the LRC?
. Some strengths of the LRC program are the highly skilled tutors and also their "follow-up" on student's academic matters.	. Some weaknesses may be that sometimes it's too noisy or too busy for working w/someone.	. Ask students how often they need to come up, i.e., or if the need is only on a "drop-in" basis. In addition, I feel the LRC has helped me with my school work tremendously --especially when it comes to dealing with all my instructors, which hasn't been easy for me, but they helped me out. I am very grateful and appreciative of all the help given to me at the LRC.
. Helps students who have problems in study habits; gives students who need help an advantage in their classes.	. I think students who haven't been requested to come to the LRC should be allowed to come for help as well.	. To increase the number of students who come and to increase the staff as well as the facility.
. It helps students who have problems in school, who really need help.	. None.	. None.
. Teaching good study habits, outlining chapters, and helping to prepare for tests.	. More courses could be put in.	
. Excellent assistance to students.	. Lack of time for the director.	. More of the same.
		. That they set up a tutoring program for subjects other than English and math.
		. After each session the student should show his/her work to the instructor.

Table 8

Quality Point Averages for LD Students

and Classmates

Students	Fall 1982	Spring 1983	Fall 1983
LD			
$\bar{X}$ QPA	1.9	2.0	2.1
Classmates			
$\bar{X}$ QPA	2.0	*	2.3

* Data not currently available.

Appendix A

LEARNING SKILLS DIAGNOSTIC PACKET

Joan M. McGuire, Ph.D.
Director
Project Learning Disabled Students

Susan T. Plante, M.S.
Learning Specialist

This work is not published; it is produced to fulfill requirements of Grant #G008101598 from the U.S. Education Department. It is in the process of distribution to a limited audience for the purpose of evaluation. This work may not be reproduced or distributed in any manner without the developers' prior written consent and authorization.

Learning Resource Center
Mitchell College
New London, Connecticut 06320

The Learning Skills Diagnostic Packet was developed in part through grant funding provided to Mitchell College from the U.S. Department of Education. The overall goals of the funded project were: 1) to develop a model program of assistance to college students with identified learning disabilities (LD), and 2) to develop a continuum of support services for such LD students. Project staff, on the basis of brainstorming, review of literature in the area of learning disabilities, and direct observation of identified LD college students, determined that successful participation in a liberal arts college curriculum is related to skills in the areas of notetaking, test taking, using textbooks and study habits. Learning disabled students must develop skills to help them organize, process, review and recall information presented in class lectures. Without proficiency in these skills, the LD college student will in all probability experience greater risk of failure.

This packet, then, is designed to assist students in determining their strengths and weaknesses in skill areas which are related to performance in college level courses. The materials can be administered to students individually or in small groups with the entire packet or specific skill areas selected according to the judgment of staff and/or the student. Learning Resource Center (LRC) staff developed this packet according to a mastery model with judgmentally determined standards indicating minimal levels of acceptable performance for each goal area. It is important that students be made aware that this

assessment procedure is aimed at helping them pinpoint areas of deficiency which may impede their progress in college level coursework. Students should be encouraged to answer self-report questionnaires candidly since their awareness of their own learning process is the key to developing strategies for use in all courses.

Included in the packet are the following:

1. Goals and objectives for the skill areas of notetaking, test taking, textbook use, and study habits.
2. Informal assessment techniques for each skill area.
3. Diagnostic profiles for each skill area.

Scoring

Since there is a variety of assessment procedures included in this packet, instructions for scoring are provided for each goal area. The overall scoring format is based upon demonstration of specific skills or self-report. Some judgment may be required by staff in deciding whether certain skills have been demonstrated by a student, particularly those skills assessed by self-report. Followup interviews may offer additional insight into a student's actual utilization of certain skills. Scores can be calculated for each skill area based upon the percentage of skills demonstrated by the student from the total number of skills identified for that skill area. Diagnostic profiles for the four skill areas provide lists of objectives, the assessment measure for each objective, and pre and post-test mastery scores. Whether a student requires skills instruction is determined by the score on the pretest. If minimum competency as indicated by

the mastery score is not demonstrated by the student, the diagnostic profile yields evidence of those specific objectives for which instruction should be planned. To determine mastery following instruction, additional evaluation of specific skills may be conducted by use of either the pretest assessment procedure(s) or supplementary materials selected by staff, with mastery recorded in the post-test column.

Learning Resource Center
Mitchell College
New London, Connecticut 06320

Learning Skills Diagnostic Packet*

GOAL	SKILL AREA	OBJECTIVES	ASSESSMENT MEASURE(S)
1.0	Notetaking	1.1-1.13	Simulated class lecture (taped)
2.0	Test Taking	2.1-2.16	Test Taking Techniques
3.0	Textbook Reading	3.1-3.21	Selection from textbook for skills application Comprehension questions based upon selection Student questionnaire
4.0	Study Habits	4.1-4.16	Study Habits Checklist (SRA) Student Profile Graph Course Analysis Sheet Grade Review Sheet

*The contents of this packet were developed in part under a grant from the Office of Special Education and Rehabilitative Services, U.S. Department of Education. However, those contents do not necessarily represent the policy of that agency, and the reader should not assume endorsement by the Federal Government.

Learning Resource Center
Mitchell College
New London, Connecticut 06320

1.0 GOAL: TO IMPROVE SKILLS IN NOTETAKING

The student will:

1.1 bring the correct notebook and at least two pens/pencils to class.

1.2 preview the topic(s) in the course text and/or additional references prior to class.

1.3 write the date of the lecture.

1.4 list any assignments or activities stated by the instructor.

1.5 list the main topic(s) of the lecture.

1.6 differentiate main ideas from digressions.

1.7 recognize examples given to illustrate main ideas.

1.8 distinguish facts and opinions.

1.9 recognize clue or signal words in a lecture.

1.10 use a system of abbreviations while taking notes.

1.11 copy information from visual aides used in class.

1.12 use an outline format for taking or revising notes.

1.13 list key vocabulary from a lecture and correct definitions for each term.

GOAL AREA: NOTETAKING (1.0)

Assessment Procedure: Simulated class lecture for notetaking

Instructions for Developing Simulated Lecture

Staff should select a topic which is representative of the level of instruction in a course from the college curriculum. This topic can be identified in a variety of ways: 1) use of a course syllabus with topics and references for class lectures; 2) review of chapter material from a text used in a course at the college; or 3) suggestions from faculty regarding notes from specific courses. LRC staff selected the topic "Learning Disabilities: Historical Perspective, Definition, Characteristics and Incidence." Notes were developed from a text and a lecture of approximately thirty minutes was recorded by a staff member based upon these notes.

This activity can be administered individually or in small groups. Students should be asked to come prepared as they would for class (assessment measure for Objective 1.1). Prior to beginning the taped lecture, identify for the student(s) the topic of the lecture and ask them to write down any vocabulary or information which comes to mind regarding that topic (assessment measure for Objective 1.2). Students should then be informed that they are to take notes exactly as they would in class. If it is possible to include visually presented information as part of the lecture (for example, illustration of a

concept by means of a figure drawn upon a blackboard in the room prior to the simulated lecture), demonstration of Objective 1.11 can be determined. Following conclusion of the taped lecture, notes should be collected with students asked to write down on a separate sheet key vocabulary they can recall from the lecture.

Scoring

Each student's notes should be evaluated using the checklist on the diagnostic profile sheet. Staff should independently determine whether the student's notes indicate that specific skills have been demonstrated. If there is disagreement among raters, the rationale for each rating should be discussed and a consensus reached. Scoring should be recorded using a checkmark in the pretest column for those objectives successfully demonstrated by the student. It is also feasible to validate mastery of these skills by asking the student to bring in a notebook for a course s/he is taking and reviewing these notes for the skills listed. Objectives 1.1 - 1.2 should be evaluated prior to the actual simulated lecture as described in the instructions. The pretest mastery score is indicated in the box on the diagnostic profile.

Diagnostic Profile

Name:

Date:

GOAL AREA: NOTETAKING (1.0)

	OBJECTIVE	ASSESSMENT MEASURE	PRETEST MASTERY	POST-TEST MASTERY
1.1	Attend class with materials.	Staff observation	_____	_____
1.2	Preview topic prior to lecture.	Student's notes	_____	_____
1.3	Record date of lecture.	Student's notes	_____	_____
1.4	List any assignments or activities stated by instructor.	Student's notes	_____	_____
1.5	List main topic(s).	Student's notes	_____	_____
1.6	Differentiate main ideas from digressions.	Student's notes	_____	_____
1.7	Recognize examples of main idea.	Student's notes	_____	_____
1.8	Distinguish facts and opinions.	Student's notes	_____	_____
1.9	Recognize clue or signal words in lecture.	Student's notes	_____	_____
1.10	Use abbrevations in notetaking.	Student's notes	_____	_____
1.11	Copy information from visual aides.	Student's notes	_____	_____
1.12	Use outline format for notes.	Student's notes	_____	_____
1.13	List and define key vocabulary.	Student's notes	_____	_____
		Score:	/13	/13
			%	%

Mastery Score: 9/13 or 69%

Mastery demonstrated?

Yes No

Learning Resource Center
Mitchell College
New London, Connecticut 06320

2.0 GOAL: TO IMPROVE SKILLS IN TEST TAKING

The student will:

2.1 develop a written list of information to be covered on a test.

2.2 write her/his name legibly on the test.

2.3 write down on scrap paper any information to be recalled by mnemonics or other memory devices prior to reading any question on a test.

2.4 analyze a test before beginning it for types of questions, point values, ease/difficulty of questions.

2.5 develop a logical order by which test questions will be answered.

2.6 estimate the amount of time s/he needs to answer each question.

2.7 identify clue words which are helpful in answering test questions.

2.8 follow directions in answering test questions.

2.9 develop a monitoring system to quickly identify questions which have and have not been answered.

2.10 proofread answers to check for careless mistakes and/or omissions.

2.11 clarify test questions which are unclear through the instructor or proctor.

2.12 attend to the legibility of her/his handwriting.

2.13 understand negation as it affects test questions.

2.14 know vocabulary words used in essay questions and their definitions.

2.15 understand different scoring procedures used for objective tests.

2.16 analyze tests *after* they are returned.

GOAL AREA: TEST TAKING (2.0)

Assessment Procedure: Test Taking Techniques

Instructions for Assessment and Scoring

Each student should be given the assessment packet titled "Test Taking Techniques." There are five parts of this assessment procedure and the answer key follows Part V. The parts are as follows:

Obj. 2.14 Part I: Matching Vocabulary and Definitions

Obj. 2.7 Part II: Identifying Clue Words

Obj. 2.15 Part III: Scoring Procedures for Objective Tests

Part IV: Mechanics of Test Taking

Obj. 2.13 Part V: Negation in Test Items

Parts I, II, III, and V each relate to one specific objective whose number is cross referenced in the margin to the left of the title. Scoring is based upon the number correct out of the total number of items. Mastery scores for Parts I, II, III and V are indicated in the box following the last test item of each part. If the student demonstrated mastery, a checkmark is placed in the pretest column on the diagnostic profile next to the objective.

Part IV consists of ten True/False items, each of which corresponds to one objective as indicated by the objective number. For each mastered item on Part IV, a checkmark should be placed in the appropriate column on the diagnostic profile.

The pretest mastery score for the entire goal area is indicated in the box on the diagnostic profile.

Test Taking Techniques

Name:

Date:

Obj. 2.14 **Part I. Matching Vocabulary Words and Definitions**

Put the number of the phrase in Column B next to the vocabulary word in column A which it best describes. Use each phrase in Column B only one time.

Column A	Column B
____ Relate	1. To provide details and explain pros and cons.
____ Compare	2. To talk about something; to tell how and why something happened.
____ Summarize	3. To list good and bad points.
____ Illustrate	4. To organize information according to main ideas and supporting details.
____ Outline	5. To present the main points only in written form.
____ Contrast	6. To compare by showing differences.
____ Enumerate	7. To show the connections between things.
____ Discuss	8. To explain and make clear by using concrete examples, comparisons, or analogies.
____ Criticize	9. To name and list the main ideas one by one.
____ Explain	10. To discuss similarities and differences.

Score: /10

Mastery Score: 8/10 or 80%

Mastery Demonstrated?

Yes No

Obj. 2.7 Part II. Identifying Clue Words

Below are ten statements taken from True/False questions in different subjects. In each of the following statements, identify and circle the clue word(s) which would help you answer the question.

A. Conflict between age and youth is inevitable in our modern culture.

B. Mental disorder is more likely to appear in adolescence than in childhood or old age.

C. In the U.S. no one wants to live with old people.

D. Psychologists are interested only in developing theories of human behavior.

E. Every human being follows the same stages of intellectual development.

F. All barking dogs bite.

G. Neurotic behavior is often learned in childhood.

H. Marijuana never leads to drug addiction.

I. Aggressive people are usually frustrated.

J. Inability to perceive reality may be a characteristic of schizophrenia.

Score: /10

Mastery Score: 8/10 or 80%

Mastery Demonstrated?

Yes No

Obj. 2.15 Part III. Scoring Procedures for Objective Tests

Read each of the following test instructions. In the blank at the right, insert the letter of the statement listed below which best summarizes what you should do in answering the questions on that test.

a) Guess at the answer.

b) Leave blank an item you do not know.

c) Eliminate answers which are clearly incorrect to narrow down possible choices.

---

1. In this True/False test, your score will be the number correct out of the total number of questions. _____

2. This is a multiple choice exam. Answer all questions. Your final score will be the number correct minus the number wrong. _____

3. This is a 200 item True/False exam. You have thirty minutes to work on this test. Mark statements T (true) or F (false) in the answer spaces given. You are not expected to finish all items in the time allowed. _____

4. For questions in this multiple choice section, choose the answer that is most nearly correct. Your final score will be the number answered correctly. _____

Score: /4

Mastery Score: 3/4 or 75%

Mastery Demonstrated?

Yes No

Part IV. Mechanics of Test Taking

Below are statements describing approaches used by students in preparing for and taking tests. If you agree with the student's approach, place a (+) in the blank space at the right of each statement. If you disagree, place a (-) in the blank space.

Obj. 2.10 1. Jim is always careful to read what he has put down for an answer to a test question immediately after writing it so he can feel confident in turning in his test as soon as he finishes answering the last question.

_____

Obj. 2.9 2. Ellen's tests often look confusing to her friends since there are circles around the numbers of some test questions but not others.

_____

Obj. 2.3 3. Ann uses sentences and pictures which she has invented to help her remember information for a test. Before starting her final exam in Biology, she took ten minutes to write these sentences and pictures on scrap paper without even looking at the test questions first.

_____

Obj. 2.1 4. In Bill's final exam in Psychology, there was a proctor who is a math instructor Bill had never seen before. Bill answered a question which he found confusing without speaking to the proctor because he was certain the proctor wouldn't be able to clarify the question.

_____

Obj. 2.5 5. Mary has developed a good system for taking tests: she begins with Question #1 and proceeds in order as far as she can in the time allowed. This guarantees her that she won't skip over any questions on the test.

_____

Obj. 2.12 6. Peter realizes that his handwriting often becomes hard to read when he is trying to complete a test in a given amount of time. He knows that teachers have read many tests before so he is certain that Mr. Jones will have no trouble reading his paper.

_____

Obj. 2.4 7. Sue knows that objective questions are harder for her to answer than essay questions. Even though the objective questions on her American History final were worth more points than the essays, she did the essay questions first and knew how much time she spent on them.

_____

Obj. 2.6 8. Jack did not have time to finish his English exam but he felt it was better to do a very thorough job on those questions he answered than to worry about getting them all done.

_____

Obj. 2.1 9. Erik worked very hard to get ready for his Sociology test. He reread every assignment from the textbook because he was sure that all the material was important to know.

_____

Obj. 2.16 9. Kris always keeps tests which are returned by her teachers. In fact, she has a list of what types of questions were asked in every test by every teacher.

_____

Scoring: For each correct item, place a check mark on the diagnostic profile for the specific objective.

Obj. 2.13 Part V. Negation in Test Items

True/False

Answer all questions. Place a (+) next to True statements and a (-) next to False statements.

1. Alcoholism is a condition that is not incurable. _____

2. Carbon monoxide is a gas which is not nontoxic. _____

3. A shy person is a person who is not uninhibited. _____

4. Most good students are not unprepared for a test. _____

5. According to the law, drinking and driving are usually not unacceptable. _____

Score: /5

Mastery Score: 4/5 or 80%

Mastery Demonstrated?

Yes No

Test Taking Techniques--Answer Key

Part I: Vocabulary (Objective 2.14)

7-Relate
10-Compare
5-Summarize
8-Illustrate
4-Outline
6-Contrast
9-Enumerate
1-Discuss
3-Criticize
2-Explain

Score: /10

Mastery Score: 8/10 or 80%

Part II: Identifying Clue Words (Objective 2.7)

A. inevitable
B. more likely
C. no one
D. only
E. every
F. all
G. often
H. never
I. usually
J. may

Score: /10

Mastery Score: 8/10 or 80%

Part III: Scoring Procedures for Objective Tests (Objective 2.15)

1. a
2. b
3. b
4. c

Score: /4

Mastery Score: 3/4 or 75%

continued . . .

Test Taking Techniques--Answer Key, continued:

Part IV. Mechanics of Test Taking

Item and Correct Response	Objective	Mastery
1. - (Disagree)	2.10	_____
2. + (Agree)	2.9	_____
3. + (Agree)	2.3	_____
4. - (Disagree)	2.11	_____
5. - (Disagree)	2.5	_____
6. - (Disagree)	2.12	_____
7. + (Agree)	2.4	_____
8. - (Disagree)	2.6	_____
9. - (Disagree)	2.1	_____
10.+ (Agree)	2.16	_____

Part V. Negation in Test Items (Objective 2.13)

1. - (False)
2. + (True)
3. + (True)
4. + (True)
5. - (False)

Score: /5

Mastery Score: 4/5 or 80%

Diagnostic Profile

Name:

Date:

GOAL AREA: TEST TAKING (2.0)

		ASSESSMENT MEASURE	PRETEST MASTERY	POST-TEST MASTERY
2.1	Develop list of material to be tested.	Part IV (#9)	_____	_____
2.2	Write name legibly on test.	All parts of test.	_____	_____
2.3	Write information for recall on scrap paper.	Part IV (#3)	_____	_____
2.4	Analyze test prior to beginning.	Part IV (#7)	_____	_____
2.5	Develop order for answering questions.	Part IV (#5)	_____	_____
2.6	Estimate time for answering questions.	Part IV (#8)	_____	_____
2.7	Identify clue words in questions.	Part II (10 items)	_____	_____
2.8	Follow test directions.	Directions for P.I-V	_____	_____
2.9	Develop monitoring system for answering questions.	Part IV (#2)	_____	_____
2.10	Proofread answers.	Part IV (#1)	_____	_____
2.11	Clarify unclear test questions.	Part IV (#4)	_____	_____
2.12	Write answers legibly.	Part IV (#6)	_____	_____
2.13	Understand negation in test questions.	Part V (5 items)	_____	_____
2.14	Know vocabulary used in essay questions.	Part I (10 items)	_____	_____
2.15	Understand scoring of objective tests.	Part III (4 items)	_____	_____
2.16	Analyze tests after their return.	Part IV (#10)	_____	_____
		Score:	/16	/16
			%	%

Mastery Score: 10/16 or 63%

Mastery Demonstrated?

Yes No

Learning Resource Center
Mitchell College
New London, Connecticut 06320

3.0 GOAL: TO IMPROVE SKILLS IN READING TEXTBOOKS

The student will:

3.1 recognize individual needs pertaining to her/his ability to attend while reading textbooks.

3.2 recognize personal characteristics of reading such as rate, word-for-word reading, subvocalizations, lip movement, etc.

3.3 establish a purpose for reading the assigned material.

3.4 read assigned material prior to class.

3.5 analyze the table of contents of the textbook.

3.6 read the preface of the textbook.

3.7 preview the material prior to reading it.

3.8 read the chapter summary first.

3.9 interpret visual aides contained in the chapter.

3.10 generate questions to be answered while reading.

3.11 recognize main ideas and supporting information.

3.12 discriminate information to be underlined or highlighted.

3.13 establish a system for underlining such as first reading a paragraph, then highlighting key information upon rereading.

3.14 make use of margins for notations.

3.15 comprehend what is read.

3.16 recognize key vocabulary contained in a chapter.

3.17 utilize the glossary, if provided, to obtain definitions for key vocabulary.

3.18 review the chapter by recalling information presented.

3.19 identify the method by which the index is organized (subject; author; combined).

3.20 know the purpose of a reference list contained in a textbook.

3.21 understand the way in which the appendix of a text is organized.

GOAL AREA: TEXTBOOK READING (3.0)

Assessment Procedures: Textbook passage
Comprehension check
Student questionnaire

Instructions for Selecting Textbook Passage

The purpose of this activity is to analyze the skills demonstrated by the student in reading a selection taken from a college level textbook. The selection should include the following copied parts:

1. cover sheet with directions (included)
2. preface from the text
3. table of contents
4. passage (be sure this includes a chapter summary)
5. parts of the appendix, glossary, and index.

Students should be instructed to read all the material in the packet exactly as they would if it were a reading assignment for a course. Underlining main ideas and making marginal notations should be completed on the actual sample materials. When this activity is completed, the packet should be returned to the staff and students should be given Parts I-III of the assessment packet. The Student Questionnaire can be completed by the student at this or another time.

Scoring the Passage

The selection given to the student for actual notations should be evaluated by staff for Objectives 3.11, 3.12 and 3.14. If staff agree that the student has demonstrated mastery of one or all of these objectives, a checkmark should be scored on the diagnostic profile.

Development and Scoring of Parts I-III

Part I: Comprehension Check (five multiple choice items)

Obj. 3.15 This section should be developed from the passage selected and questions should focus on assessing the student's knowledge and understanding of specific information within the selected passage. Listed below are the types of comprehension questions included in the five item multiple choice test used by the LRC:

1. Main idea: main point(s) of the passage.
2. Detail: specific kinds of information about the main idea.
3. Inference: answers not entirely found in the selection, requiring comparison or prediction.
4. Vocabulary: ability to derive the meaning of a word from context.

The student's score should be judged according to the mastery score indicated below and a checkmark placed on the diagnostic profile if mastery is demonstrated.

Mastery Score: 4/5 or 80%

Part II. Short Answer

Obj. 3.18 Students should be instructed to write a short paragraph which summarizes what can be recalled from the textbook passage. Staff should evaluate the paragraph and determine whether there is evidence of recall from the passage. If the student demonstrates mastery, this should be recorded by a checkmark on the diagnostic profile.

Part III. Information About Textbook Packet

This assessment procedure is included in this packet and can be used with any selected passage which is developed according to the directions for Part I.

Part III consists of eight True/False items, each of which corresponds to one objective as indicated by the objective number. For each mastered item on Part III, a checkmark should be placed in the appropriate column on the diagnostic profile.

Student Questionnaire for Effective Textbook Reading

Students should be encouraged to complete this section honestly after careful consideration of each item which is cross-referenced on the questionnaire with the appropriate objective from the diagnostic profile. Answers which reflect mastery are listed on the Answer Key. If the student's response corresponds to these answers, a checkmark for mastery should be entered on the diagnostic profile for the appropriate objective.

The pretest mastery score for the entire goal area is indicated in the box on the diagnostic profile.

EFFECTIVE TEXTBOOK READING

Introduction and Directions to Textbook Passage

Name:_____ Date:_____

This packet consists of various sections taken from a college textbook, The Psychology of Being Human by Elton B. McNeil. This text is commonly used in introductory college Psychology courses.

You are to read all the material in the packet as though it were a reading assignment for a Psychology course. Proceed exactly as you would if you were actually doing this for an assignment. Underline or highlight all main ideas and supporting details. You may make marginal notations if you wish.

When you have completed this activity, please return it to the instructor.

Part III. Information About Textbook Packet

Below are statements which pertain to the packet you just read. Place a T in the blank space for those items you believe to be true; place an F in the space for those items you believe are false.

Obj. 3.8 1. In this selection, the chapter summary is written in numerical order.

_____

Obj. 3.5 2. The table of contents contains a brief paragraph describing each chapter.

_____

Obj. 3.6 3. According to the preface, the author includes specific topics in each chapter which are set apart from the text in boxes.

_____

Obj. 3.9 4. There are no visual aids included in this textbook selection.

_____

Obj. 3.19 5. Page references are contained for both subjects and authors in the index of this book.

_____

Obj. 3.17 6. The pronunciation of words is indicated in this glossary.

_____

Obj. 3.20 7. This particular textbook does not contain a reference list.

_____

Obj. 3.21 8. It is not possible to determine how the appendix of this text is organized.

_____

EFFECTIVE TEXTBOOK READING

Student Questionnaire

Name:_____ Date:_____

	Objective	Yes	No
1. Are you aware of your characteristics of reading such as rate, sub-vocalization or lip movement?	3.2	___	___
2. Do you generally have trouble remembering what you have read?	3.18	___	___
3. Have you ever established a method for learning new vocabulary?	3.16	___	___
4. Does your mind wander to other things while you are reading?	3.1	___	___
5. Are your reading assignments completed before the class meets?	3.4	___	___
6. Do you establish a purpose for reading before you begin?	3.3	___	___
7. When you first look through a textbook, do you read the preface?	3.6	___	___
8. Do you start reading an assignment by going to the first page of the assignment and beginning there?	3.7	___	___
9. Do you ask yourself questions about the material before reading it?	3.10	___	___
10. Do you underline important information as you are reading it for the first time?	3.13	___	___
11. Do you write in the margins of your textbook?	3.14	___	___

Textbook Reading: Answer Key

Part I: Comprehension Check

See previous section.

Part II: Short Answer

See previous section.

Part III: Information about Textbook Packet

Item and Correct Response	Objective	Mastery
1-True	3.8	_____
2-False	3.5	_____
3-True	3.6	_____
4-False	3.9	_____
5-True	3.19	_____
6-False	3.17	_____
7-False	3.20	_____
8-True	3.21	_____

Student Questionnaire

Item and Correct Response	Objective	Mastery
1. Yes	3.2	_____
2. No	3.18	_____
3. Yes	3.16	_____
4. No	3.1	_____
5. Yes	3.4	_____
6. Yes	3.3	_____
7. Yes	3.6	_____
8. No	3.7	_____
9. Yes	3.10	_____
10. No	3.13	_____
11. Yes	3.14	_____

Diagnostic Profile

Name:

Date:

GOAL AREA: TEXTBOOK READING (3.0)

	OBJECTIVE	ASSESSMENT MEASURE	PRETEST MASTERY	POST-TEST MASTERY
3.1	Attend to reading.	Questionnaire (#4)	_____	_____
3.2	Recognize rate of reading and other characteristics.	Questionnaire (#1)	_____	_____
3.3	Establish reading purpose.	Questionnaire (#6)	_____	_____
3.4	Read assignments prior to class.	Questionnaire (#5)	_____	_____
3.5	Analyze table of contents.	Part III (#2)	_____	_____
3.6	Read preface.	Part III (#3); Questionnaire (#7)	_____	_____
3.7	Preview material to be read	Questionnaire (#8)	_____	_____
3.8	Read chapter summary first.	Part III (#1)	_____	_____
3.9	Understand visual aides.	Part III (#4)	_____	_____
3.10	Generate questions to be answered.	Questionnaire (#9)	_____	_____
3.11	Recognize main and supporting ideas.	Textbook passage	_____	_____
3.12	Discriminate information for highlighting.	Textbook passage	_____	_____
3.13	Use a system for highlighting.	Questionnaire (#10)	_____	_____
3.14	Use margins for notation.	Textbook passage; Questionnaire (#11)	_____	_____
3.15	Comprehend what is read.	Comprehension Check	_____	_____
3.16	Recognize key vocabulary.	Questionnaire (#3)	_____	_____
3.17	Utilize glossary.	Part III (#6)	_____	_____

continued . . .

Diagnostic Profile, Textbook Reading, Continued:

	OBJECTIVE	ASSESSMENT MEASURE	PRETEST MASTERY	POST-TEST MASTERY
3.18	Review chapter by recalling information.	Part II	_____	_____
3.19	Understand organization of index.	Part III (#5)	_____	_____
3.20	Know purpose of reference list.	Part III (#7)	_____	_____
3.21	Understand organization of appendix.	Part III (#8)	_____	_____
		Score:	_____/21	_____/21
			_____%	_____%

Mastery Score: 11/21 or 52%

Mastery Demonstrated?

Yes No

Learning Resource Center
Mitchell College
New London, Connecticut 06320

4.0 GOAL: TO IMPROVE STUDY HABITS

The student will:

4.1 understand previewing techniques.

4.2 become aware of factors which relate to effective reading for courses.

4.3 recognize the importance of notetaking while reading.

4.4 learn techniques which are helpful for remembering information.

4.5 know steps involved in writing papers/reports.

4.6 review the process of notetaking in class.

4.7 learn techniques for studying for tests.

4.8 identify strategies for taking tests.

4.9 recognize factors involved in planning study time.

4.10 review factors which should be considered when planning how and where to study.

4.11 know the objectives for each course being taken.

4.12 understand the process by which grades are determined in each course s/he is taking.

4.13 know the office location and office hours of each instructor.

4.14 identify ways to earn extra credit in a course.

4.15 understand how to receive extra help in a course.

4.16 maintain a written record of assignments, tests, and grades.

GOAL AREA: STUDY HABITS (4.0)

Assessment Procedure: Study Habits Checklist; Student Profile Graph; Course Analysis Sheet; Grade Review Sheet

Instructions for Administration and Scoring of Study Habits Checklist (SHC)

Each student should be encouraged to respond realistically and honestly on the SHC (SRA, 1967). To obtain scores for the ten subsections of the SHC which correspond to Objectives 4.1-4.10, the LRC uses a Likert-type scale, based upon this weighting system:

5 = Almost always

4 = More than half of the time

3 = About half of the time

2 = Less than half of the time

1 = Almost never

Mean scores (MS) are calculated for *each section* of the SHC according to the following formula:

$$MS = \frac{\text{Total of weighted responses}}{\text{Total \# of items in section}}$$

Mean scores for the ten sections are then plotted on the Study Habits Profile. This provides the student with a graphic overview of study habits. LRC staff has set the mastery score for each section at four (more than half of the time). This level is indicated by a solid heavy line on the Study Habits Profile so that the student can quickly identify those areas in which s/he may need to improve.

Mastery of Objectives 4.1-4.10 should be indicated on the diagnostic profile by a checkmark according to the following score:

Mastery Score: $\bar{x}$ 4 or above

Instructions for Administration and Scoring of Course Analysis Sheet and Grade (GPA) Review Sheet

Students should be given a course analysis sheet and grade review sheet for each course being taken or only that course in which difficulty is being experienced.

Mastery for Objectives 4.11-4.16 is demonstrated if the student can correctly complete each item on the sheets. In some instances (Objective 4.11, for example), it may be helpful for the staff to have available course syllabi for cross referencing student responses. Mastery should be indicated on the diagnostic profile by a checkmark.

Mastery for the entire goal area is stated as follows on the diagnostic profile:

Mastery Score: 11/16 or 69%

Study Habits Checklist
(SHA)

SCORING: 5 = Almost always

4 = More than half of the time

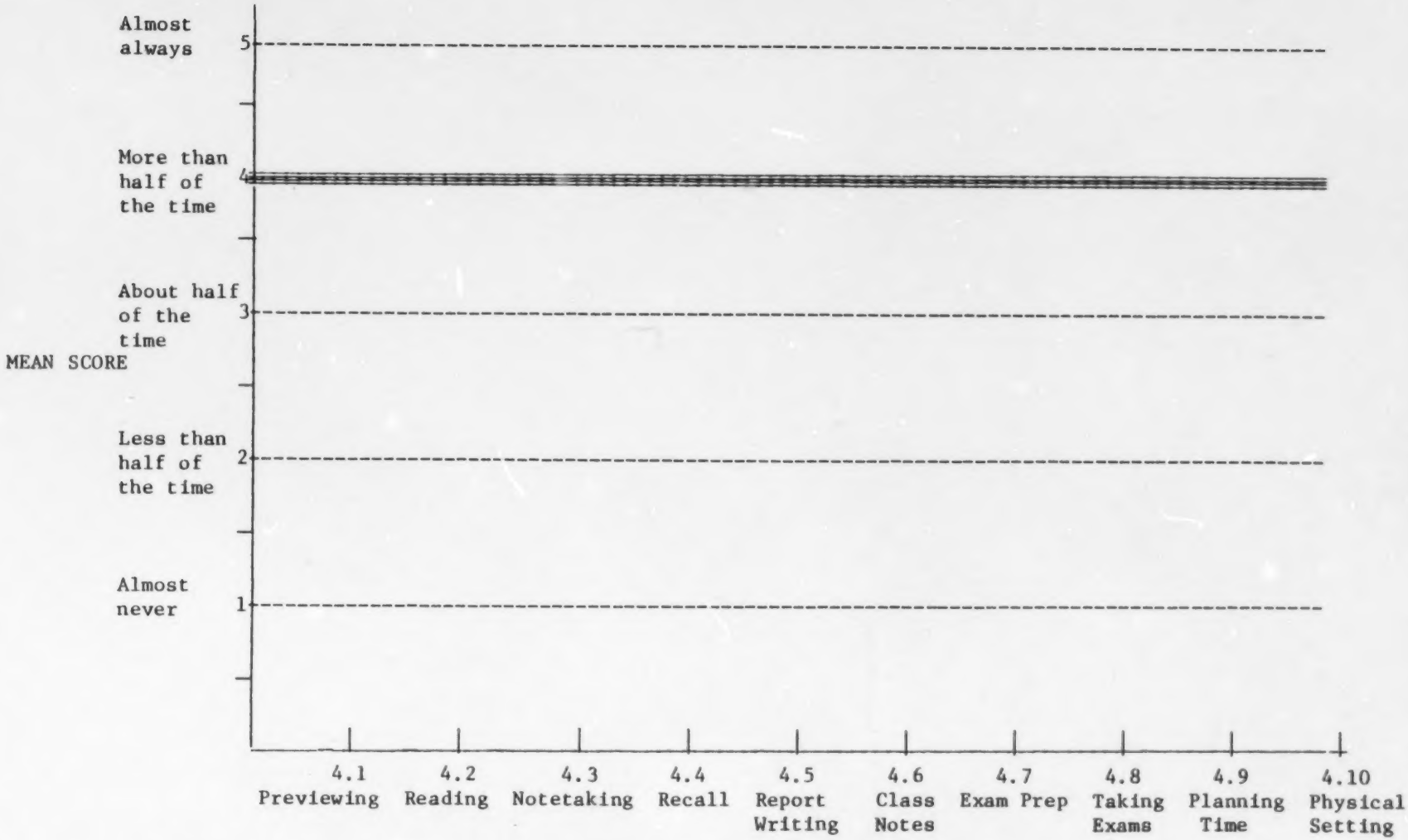
3 = About half of the time

2 = Less than half of the time

1 = Almost never

Objective Number		Mean Score
4.1	Previewing (items 1-2)	
4.2	Reading (items 3-7)	
4.3	Notetaking While Reading (Items 8-9)	
4.4	Remembering (items 10-14)	
4.5	Report Writing (items 15-18)	
4.6	Listening and Taking Class Notes (items 19-21)	
4.7	Preparing for Examinations (items 22-25)	
4.8	Taking Examinations (items 26-29)	
4.9	Planning Time (items 30-32)	
4.10	Arranging Physical Setting (items 33-37)	

STUDENT PROFILE GRAPH



COURSE ANALYSIS SHEET

1. Name of Course:

2. Catalogue Number of Course:

3. Instructor:

Obj. 4.13 4. Instructor's Office:

Obj. 4.13 5. Instructor's Office Hours:

Obj. 4.11 6. The objectives for this course are:

Obj. 4.12 7. My grade in this course will be based on:

Obj. 4.12 8. Some teachers assign a weight or percentage to those items you listed in #7. For example, a midterm exam might count for 40% of your final grade. Ask your teacher if s/he uses this system. If s/he does, go back to #7 and write down the percent next to each item.

Obj. 4.15 9. I can receive extra help in this course by doing the following:

Obj. 4.14 10. For extra credit in this course I can do the following:

STUDENT GRADE RECORD

Semester:

Course:

WEEK	DATES	HOURLY EXAMS	MISC. ASSIGNMENTS	MID-TERM	FINAL EXAM	WEIGHT
Estimated G.P.A.						
Estimated G.P.A.						
Estimated G.P.A.						

G.P.A. CHART

WEEK	STUDENT		INSTRUCTOR

Diagnostic Profile

Name:

Date:

GOAL AREA: STUDY HABITS (4.0)

	OBJECTIVE	ASSESSMENT MEASURE	PRETEST MASTERY	POST-TEST MASTERY
4.1	Understand previewing techniques.	SHC (#s 1-2)	_____	_____
4.2	Know factors affecting textbook reading.	SHC (#s 3-7)	_____	_____
4.3	Review notetaking while reading.	SHC (#s 8-9)	_____	_____
4.4	Learn memory techniques for recall.	SHC (#s 10-14)	_____	_____
4.5	Know steps in writing papers.	SHC (#s 15-18)	_____	_____
4.6	Review notetaking in class.	SHC (#s 19-21)	_____	_____
4.7	Learn techniques for studying for tests.	SHC (#s 22-25)	_____	_____
4.8	Identify test taking strategies.	SHC (#s 26-29)	_____	_____
4.9	Recognize factors in planning study time.	SHC (#s 30-32)	_____	_____
4.10	Understand factors such as where, when and how to study.	SHC (#s 33-37)	_____	_____
4.11	Know course objectives.	Course analysis sheet (#6)	_____	_____
4.12	Know how grades are determined.	Course analysis sheet (#s 7-8)	_____	_____
4.13	Know office location and hours for each instructor.	Course analysis sheet (#s 4-5)	_____	_____
4.14	Identify ways to earn extra course credit.	Course analysis sheet (#10)	_____	_____
4.15	Determine how to receive extra help	Course analysis sheet (#9)	_____	_____
4.16	Maintain written record of grades and assignments.	Grade review sheet	_____	_____

Diagnostic Profile, Study Habits, continued:

Score:	/16	/16
	____%	____%

Mastery Score: 11/16 or 69%

Mastery Demonstrated?

Yes No

Name:

Learning Resource Center
Mitchell College
New London, Connecticut 06320

Learning Skills Student Profile

GOAL	SKILL AREA	PRETEST			POST TEST		
		DATE	SCORE	MASTERY (M)/ Non-Mastery (NM)*	Date	Score	Mastery (M)/ Non-Mastery (NM)
1.0	Notetaking		/69%				
2.0	Test Taking		/63%				
3.0	Textbook Reading		/52%				
4.0	Study Habits		/69%				

*Mastery levels for skill areas were set as follows: two judges independently rated each objective with respect to minimal proficiency necessary as evidence of competency. The final mastery score, expressed as percentage of objectives completed satisfactorily, is interpreted as minimal competency for a specific skill area.

LEARNING RESOURCE CENTER
Mitchell College
New London, Connecticut 06320

EVALUATION FORM*

Learning Skills Diagnostic Packet

Your feedback regarding this packet and its usefulness is important. It would be appreciated if this form could be completed and returned to the above address.

Check the appropriate description:

1. OBJECTIVES:

   Explicit_____
   Comprehensive_____
   Not clearly stated_____
   Not comprehensive enough_____

2. CONTENT:

   Superficial_____
   Too detailed_____
   Well-balanced_____
   Relevant_____

3. VOCABULARY/READING LEVEL:

   Appropriate_____
   Too difficult_____
   Too easy_____

4. ORGANIZATION AND CONTINUITY:

   Excellent_____
   Good_____
   Fair_____
   Poor_____

5. FORMAT:

   Excellent_____
   Good_____
   Fair_____
   Poor_____

6. INSTRUCTIONS FOR USE:

   Clear_____
   Confusing_____
   Not specific enough_____

over . . .

7. OVERALL RATING OF PACKET:

Excellent_____
Good_____
Fair_____
Poor_____

8. RECOMMENDED FOR USE BY OTHERS?

Yes_____
No_____

9. ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

10. REVIEWED BY:_____

11. COLLEGE OR UNIVERSITY:_____

---

*Adapted from Process to Product (Mirkes, D.Z. & Harrison, G., Eds.). Seattle, Washington: University of Washington, 1982.

Appendix B

Faculty/Administration Questionnaire

Student Questionnaire

FACULTY/ADMINISTRATION QUESTIONNAIRE
Learning Resource Center (LRC)

The LRC is conducting year end evaluation of various program components. It would be greatly appreciated if you could complete the enclosed questionnaire and return it to Dean Harvey's office. Any additional comments and suggestions will be helpful in planning for Year Two. Thank you for your cooperation in this matter.

Check the appropriate category. Full time faculty includes any person whose main function is to teach and who teaches at least twelve credit hours. Administration refers to all individuals who are not full time faculty.

FACULTY _____

ADMINISTRATION _____

I. Knowledge of LRC Program
Directions: Please check the appropriate answer based upon your familiarity with the LRC.

	YES	UNCERTAIN	NO
1. I understand the function of the LRC at Mitchell College.	_____	_____	_____
2. There are students with learning disabilities currently enrolled at Mitchell College who were not admitted into the special learning disabilities program provided through the LRC.	_____	_____	_____
3. The LRC can assist learning disabled students to get rid of their learning problem(s).	_____	_____	_____
4. The LRC can provide tutoring for any Mitchell College student in a specific subject.	_____	_____	_____
5. Testing modifications can be provided for learning disabled students at Mitchell College.	_____	_____	_____
6. Learning disabled students who are accepted into the LRC program have at least average intelligence on a standardized intelligence test.	_____	_____	_____
7. The LRC has resource materials in a variety of skill areas which can be used by any administrator, teacher, or student at Mitchell College.	_____	_____	_____
8. LRC staff work with students individually and in small groups.	_____	_____	_____

LRC Faculty/Administration Questionnaire (cont.)

II. General Attitudes

*Directions: Read each of the following statements and circle the appropriate number according to the extent that you agree or disagree with each statement.

1 = Strongly Disagree = SD
2 = Disagree = D
3 = Uncertain = U
4 = Agree = A
5 = Strongly Agree = SA

		SD	D	U	A	SA
9.	Students who cannot read well enough to handle college level texts should not be in college.	1	2	3	4	5
10.	The LRC has provided services which are needed by some Mitchell College students.	1	2	3	4	5
11.	I would be willing to expend some extra effort in organizing special material for a learning disabled student in my class.	1	2	3	4	5
12.	Modifications in the manner of testing students should be considered for some Mitchell College students.	1	2	3	4	5
13.	I would like to learn more about learning disabilities and would appreciate suggestions for reading material.	1	2	3	4	5
14.	Peer tutors available through the LRC have been helpful in assisting students with course materials.	1	2	3	4	5
15.	Unless students have a full command of writing skills, they should not be awarded a college degree.	1	2	3	4	5
16.	A reduced course load (fewer than 4 courses) is a reasonable alternative for some resident students at Mitchell College who are learning disabled.	1	2	3	4	5

* Some items included in this questionnaire have been taken from a questionnaire developed by Ms, Susan Kennedy, St. Joseph's College, with the assistance of Dr. Robert Gable, The University of Connecticut, for her doctoral dissertation.

LRC Faculty/Administration Questionnaire (cont.)

		SD	D	U	A	SA
17.	As an instructor, I would welcome the challenge of having learning disabled students in my class.	1	2	3	4	5
18.	It is important that selection of textbooks for use in courses be based upon awareness of the average reading level of Mitchell College students.	1	2	3	4	5
19.	Waiving course requirements for students cannot easily be justified.	1	2	3	4	5
20.	More informal contacts between LRC staff and faculty would be beneficial in increasing awareness of the goals of the program.	1	2	3	4	5
21.	Some learning disabled students are capable of doing college level work.	1	2	3	4	5
22.	The LRC should develop small study groups as a means to assist students in understanding course material.	1	2	3	4	5
23.	I would participate in a workshop on learning disabilities designed for college faculty.	1	2	3	4	5
24.	No student who is performing below an eleventh grade level on a standardized reading test should be accepted at Mitchell College.	1	2	3	4	5
25.	Colleges, unlike high schools, cannot be expected to meed individual needs.	1	2	3	4	5
26.	I would refer a student to the LRC for academic difficulties.	1	2	3	4	5
27.	If college students require a good deal of supportive aid, they should not be in college.	1	2	3	4	5
28.	Conferences with a student, faculty member, and LRC staff would provide an opportunity to discuss a student's learning problem as it effects performance in a specific course.	1	2	3	4	5

LRC Faculty/Administration Questionnaire (cont.)

		SD	D	U	A	SA
29.	I would be willing to participate in a conference as described in #28.	1	2	3	4	5
30.	I would rather not have to make course modifications to accommodate learning disabled students.	1	2	3	4	5
31.	Information about Mitchell's program for learning disabled students should be disseminated to high school guidance personnel within a reasonable geographic area.	1	2	3	4	5
32.	There are techniques which can be used in teaching college courses which will assist learning disabled students in their learning.	1	2	3	4	5
33.	If the LRC were not refunded by the Federal government, consideration should be given to offering academic support services currently provided by the LRC through some alternative arrangements.	1	2	3	4	5

Any additional comments are welcome.
Please list any strengths of the LRC program

Please list any weaknesses of the LRC program.

What recommendations can you offer for future planning of the LRC?

STUDENT QUESTIONNAIRE
Learning Resource Center (LRC)

The LRC is conducting year end evaluation of its program, and your comments will be helpful in planning for future students. Please complete the following questions, and feel free to make any comments and recommendations. Thank you for helping us out with this.

Directions: Please read each of the following statements and circle the appropriate number according to the extent that you agree or disagree with the statement.

1 = Strongly Disagree = SD
2 = Disagree = D
3 = Uncertain = U
4 = Agree = A
5 = Strongly Agree = SA

		SD	D	U	A	SA
		1	2	3	4	5
1.	The LRC is a good source of information and assistance on academic matters.					
2.	The LRC has offered me help in improving my study habits.	1	2	3	4	5
3.	LRC staff are available to discuss a student's learning problems at times which are convenient for students.	1	2	3	4	5
4.	In my sessions with the Learning Specialist, I understood what skill was being worked upon.	1	2	3	4	5
5.	Materials used in the LRC are helpful to me in developing skills.	1	2	3	4	5
6.	The atmosphere in the LRC is a good one for working with another person.	1	2	3	4	5
7.	I understand and know how to apply the skills I practice in the LRC to the courses I am taking...	1	2	3	4	5
8.	It is appropriate for the LRC staff to discuss a student's academic problem directly with any of the student's instructors.	1	2	3	4	5
9.	The LRC is an important resource to Mitchell College students.	1	2	3	4	5
10.	Students who consistently fail to keep appointments scheduled with LRC staff should no longer be eligible to receive tutoring in subjects.	1	2	3	4	5

LRC Student Questionnaire (cont)

		SD	D	U	A	SA
		1	2	3	4	5
11.	The skills I have worked on in the LRC are skills which have helped me in my course work.					
12.	The tutoring program provided by the LRC is beneficial.	1	2	3	4	5
13.	More materials which could be used independently should be available at the LRC.	1	2	3	4	5

COMPLETE FOLLOWING ITEMS IF YOU HAVE WORKED WITH A TUTOR THIS SEMESTER.

Directions: If you have worked with a tutor this semester, please complete the following section by circling the most appropriate number.

1 = Never = N
2 = Some of the time = S
3 = Most of the time = M
4 = Always = A

		N	S	M	A
		1	2	3	4
14.	The tutor attended the scheduled tutoring sessions,				
15.	I understood what the objectives were for a tutoring session.	1	2	3	4
16.	The tutor had a good understanding of the subject matter.	1	2	3	4
17.	I understood the tutor's explanations.	1	2	3	4
18.	I felt I could talk with the tutor and discuss my problems in the subject.	1	2	3	4
19.	The tutoring locations were places where I could concentrate.	1	2	3	4
20.	The tutor helped me understand my notes.	1	2	3	4
21.	If the tutor was uncertain about the material, he/she would try to find out more about it.	1	2	3	4
22.	How often did the tutoring sessions deal with the subject matter?	1	2	3	4

LRC Student Questionnaire (cont.)

Any additional comments are welcome.

Please list any strengths of the LRC program.

Please list any weaknesses of the LRC program

What recommendations can you offer for future planning of the LRC?

ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

JUN 1 1984

8118 Math-Sciences Building
Los Angeles, California 90024